



Grade 8 ELA Scope and Sequence SY 14-15

Unit Theme	Unit Dates and Duration	Unit Focus	Reading: Literature RL.8.1, RL.8.2 and RL.8.10 apply to each unit.	Reading: Informational Text RI.8.1, RI.8.2 and RI.8.10 apply to each unit.	Writing W.8.4, W.8.5, W.8.9 and W.8.10 apply to each unit.	Speaking and Listening SL.8.1 and SL.8.6 apply to each unit.	Language L.8.1, L.8.2 and L.8.4 (a), (b) apply to each unit. **Tested item.
1 Looking Back at the Past	8/25/14 to 10/09/14 (Instructional Days: 33)	Students engage with poetry, fiction, art, maps, audio, and primary sources as they revisit our nation’s revolutionary roots. Evidence-based writing focuses on explaining information revealed in primary sources, in order to build clear comprehension of turning points in our history.	RL.8.1 RL.8.2 RL.8.6 RL.8.9	RI.8.1 RI.8.2 RI.8.7	W.8.2 W.8.4 W.8.5 W.8.9 W.8.10	SL.8.1 SL.8.6	**L.8.1 L.8.2 L.8.4
2 Dramatically Speaking	10/14/14 to 12/12/14 (Instructional Days: 38.5)	Students analyze lines of dialogue, scenes, and words from plays, speeches and poetry they read, recite and perform. Students scrutinize authors’ central ideas and their development over the course of the play. Evidence-based writing focuses on explaining the central idea/theme of a play, speech or poem including whether the central idea is supported with relevant, sufficient, accurate textual examples and/or quotations.	RL.8.1 RL.8.2 RL.8.3	RI.8.1 RI.8.2 RI.8.3 RI.8.6	W.8.2 W.8.4 W.8.5 W.8.9 W.8.10	SL.8.1 SL.8.4 SL.8.6	L.8.1 L.8.2 L.8.4 (a), (b) L.8.6
3 The City and the Country	12/15/14 to 2/12/15 (Instructional Days: 32.5)	Students experience the city and the country in literature, exploring character and plot developments in rural and urban settings. Students contrast visual images and facts about cities with their presence in fiction. Students also explore classic adventures in the American countryside. Students compare and contrast texts (both traditional and digital) set in rural and urban settings. Evidence-based writing focuses on developing an argument related to an urban or rural issue.	RL.8.1 RL.8.2 RL.8.4 RL.8.7	RI.8.1 RI.8.2 RI.8.6 RI.8.8 RI.8.9	W.8.1 W.8.4 W.8.5 W.8.7 W.8.8 W.8.9 W.8.10	SL.8.1 SL.8.2 SL.8.6	L.8.1 L.8.2 L.8.3 L.8.4 (a), (b)
4 Artists Who Move Us	2/17/15 to 4/10/15 (Instructional Days: 36.5)	Students examine the aesthetics of literature and art, reading about artists and authors whose work has a social or political message. Students’ reading focuses comparing texts and specifically the relationship between text structure and meaning. Evidence-based writing focuses on arguing the relative power or persuasiveness of an artist’s message.	RL.8.1 RL.8.2 RL.8.5	RI.8.1 RI.8.2 RI.8.4 RI.8.5 RI.8.8	W.8.1 W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9 W.8.10	SL.8.1 SL.8.3 SL.8.6	L.8.1 L.8.2 L.8.4 (a), (b) **L.8.5
5 The Road Not Taken	4/20/15 to 6/17/15 (Instructional Days: 40.5)	Students grapple with the tension between conformity (action in accord with prevailing social standards, attitudes, practices, etc.) and individuality. Students also consider contexts in which conformity is desirable and when it becomes risky, even dangerous. Likewise, students examine how and why individualism is (or is not) desirable through literary examples. Through various readings, students study how authors convey meaning through figurative language (e.g., symbolism, metaphor). Evidence-based writing focuses on crafting narratives that describe a choice to take the road less traveled.	RL.8.1 RL.8.2 RL.8.6	RI.8.1 RI.8.2	W.8.3 W.8.4 W.8.5 W.8.6 W.8.9 W.8.10	SL.8.1 SL.8.5 SL.8.6	L.8.1 L.8.2 L.8.4 (a), (b)

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<p><b>1</b></p> <p><b>Looking Back at the Past</b></p> <p>8/25/14 to 10/09/14 (Instructional Days: 33)</p> <p>Students engage with poetry, fiction, art, maps, audio, and primary sources as they revisit our nation’s revolutionary roots. Evidence-based writing focuses on explaining information revealed in primary sources, in order to build clear comprehension of turning points in our history.</p>	<p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p> <p><b>RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p><b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p>	<p><b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>(a)</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  <b>(b)</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  <b>(c)</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  <b>(d)</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.  <b>(e)</b> Establish and maintain a formal style.  <b>(f)</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>W.8.4</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p><b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W.8.9</b> Draw evidence from literary and informational texts to support analysis, reflection, and research.  <b>(a)</b> Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material rendered is new”).  <b>(b)</b> Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument an specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognized when irrelevant evidence is introduced”)</p>	<p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.  <b>(a)</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  <b>(b)</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  <b>(c)</b> Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  <b>(d)</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>(a)</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  <b>(b)</b> Form and use verbs in the active and passive voice.  <b>(c)</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.  <b>(d)</b> Recognize and correct inappropriate shifts in verb voice and mood.</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>(a)</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  <b>(b)</b> Use an ellipsis to indicate omission.  <b>(c)</b> Spell correctly.</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  <b>(a)</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  <b>(b)</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).  <b>(c)</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  <b>(d)</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

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<p><b>2</b></p> <p><b>Dramatically Speaking</b></p> <p>10/14/14 to 12/12/14 (Instructional Days: 38.5)</p> <p>Students analyze lines of dialogue, scenes, and words from plays, speeches and poetry they read, recite and perform. Students scrutinize authors’ central ideas and their development over the course of the play. Evidence-based writing focuses on explaining the central idea/theme of a play, speech or poem including whether the central idea is supported with relevant, sufficient, accurate textual examples and/or quotations.</p>	<p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RL.8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories.)</p> <p><b>RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>(a)</b> Introduce a topic; organize complex ideas, concepts, and information such that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  <b>(b)</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  <b>(c)</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  <b>(d)</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  <b>(e)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  <b>(f)</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>W.8.4</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p><b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W.8.9</b> Draw evidence from literary and informational texts to support analysis, reflection, and research.  <b>(a)</b> Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material rendered is new”).  <b>(b)</b> Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument an specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”)</p>	<p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.  <b>(a)</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  <b>(b)</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  <b>(c)</b> Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  <b>(d)</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>(a)</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  <b>(b)</b> Form and use verbs in the active and passive voice.  <b>(c)</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.  <b>(d)</b> Recognize and correct inappropriate shifts in verb voice and mood.</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>(a)</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  <b>(b)</b> Use an ellipsis to indicate omission.  <b>(c)</b> Spell correctly.</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.  <b>(a)</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  <b>(b)</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p><b>L.8.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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<p><b>3</b></p> <p><b>The City and the Country</b></p> <p>12/15/14 to 2/12/15 (Instructional Days: 32.5)</p> <p>Students experience the city and the country in literature, exploring character and plot developments in rural and urban settings. Students contrast visual images and facts about cities with their presence in fiction. Students also explore classic adventures in the American countryside. Students compare and contrast texts (both traditional and digital) set in rural and urban settings. Evidence-based writing focuses on developing an argument related to an urban or rural issue.</p>	<p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RL.8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p><b>W.8.1</b> Critique and write arguments to support claims with clear reasons and relevant evidence. <b>(a)</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. <b>(b)</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <b>(c)</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. <b>(d)</b> Establish and maintain a formal style. <b>(e)</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.8.4</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p><b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W.8.9</b> Draw evidence from literary and informational texts to support analysis, reflection, and research. <b>(a)</b> Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material rendered is new”). <b>(b)</b> Apply <i>grade 8 Reading standards</i> to literary nonfiction</p>	<p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <b>(a)</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>(b)</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <b>(c)</b> Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. <b>(d)</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(a)</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. <b>(b)</b> Form and use verbs in the active and passive voice. <b>(c)</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. <b>(d)</b> Recognize and correct inappropriate shifts in verb voice and mood.</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>(a)</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. <b>(b)</b> Use an ellipsis to indicate omission. <b>(c)</b> Spell correctly.</p> <p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>(a)</b> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <b>(a)</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <b>(b)</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>

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<p><b>4</b></p> <p><b>Artists Who Move Us</b></p> <p>2/17/15 to 4/10/15 (Instructional Days: 36.5)</p> <p>Students examine the aesthetics of literature and art, reading about artists and authors whose work has a social or political message. Students’ reading focuses comparing texts and specifically the relationship between text structure and meaning. Evidence-based writing focuses on arguing the relative power or persuasiveness of an artist’s message.</p>	<p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning or style.</p>	<p><b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><b>W.8.1</b> Critique and write arguments to support claims with clear reasons and relevant evidence. <b>(a)</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. <b>(b)</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <b>(c)</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. <b>(d)</b> Establish and maintain a formal style. <b>(e)</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.8.4</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p><b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W.8.9</b> Draw evidence from literary and informational texts to support analysis, reflection, and research. <b>(a)</b> Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material rendered is new”). <b>(b)</b> Apply <i>grade 8 Reading standards</i> to literary nonfiction</p>	<p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <b>(a)</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>(b)</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <b>(c)</b> Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. <b>(d)</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>SL.8.3</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(a)</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. <b>(b)</b> Form and use verbs in the active and passive voice. <b>(c)</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. <b>(d)</b> Recognize and correct inappropriate shifts in verb voice and mood.</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>(a)</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. <b>(b)</b> Use an ellipsis to indicate omission. <b>(c)</b> Spell correctly.</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <b>(a)</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <b>(b)</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>(a)</b> Interpret figures of speech (e.g. verbal irony, puns) in context. <b>(b)</b> Use the relationship between particular words to better understand each of the words. <b>(c)</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>



Unit Information	Reading: Literature RL.8.1, RL.8.2 and RL.8.10 apply to each unit.	Reading: Informational Text RI.8.1, RI.8.2, and RI.8.10 apply to each unit.	Writing W.8.4, W.8.5, W.8.9 and W.8.10 apply to each unit.	Speaking and Listening SL.8.1 and SL.8.6 apply to each unit.	Language L.8.1, L.8.2 and L.8.4 (a), (b) apply to each unit.
<p>5</p> <p><b>The Road Not Taken</b></p> <p>4/20/15 to 6/17/15 (Instructional Days: 40.5)</p> <p>Students grapple with the tension between conformity (action in accord with prevailing social standards, attitudes, practices, etc.) and individuality. Students also consider contexts in which conformity is desirable and when it becomes risky, even dangerous. Likewise, students examine how and why individualism is (or is not) desirable through literary examples. Through various readings, students study how authors convey meaning through figurative language (e.g., symbolism, metaphor). Evidence-based writing focuses on crafting narratives that describe a choice to take the road less traveled.</p>	<p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p>	<p><b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <b>(a)</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <b>(b)</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. <b>(c)</b> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. <b>(d)</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <b>(e)</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>W.8.4</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p><b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>W.8.9</b> Draw evidence from literary and informational texts to support analysis, reflection, and research. <b>(a)</b> Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material rendered is new”). <b>(b)</b> Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument an specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognized when irrelevant evidence is introduced”)</p>	<p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <b>(a)</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>(b)</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <b>(c)</b> Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. <b>(d)</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>(a)</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. <b>(b)</b> Form and use verbs in the active and passive voice. <b>(c)</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. <b>(d)</b> Recognize and correct inappropriate shifts in verb voice and mood.</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>(a)</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. <b>(b)</b> Use an ellipsis to indicate omission. <b>(c)</b> Spell correctly.</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <b>(a)</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <b>(b)</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>

